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91474



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 3 English 2025

91474 Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence.	Respond critically and convincingly to significant aspects of unfamiliar written texts through close reading, supported by evidence.	Respond critically and perceptively to significant aspects of unfamiliar written texts through close reading, supported by evidence.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL the questions in this booklet.

Pull out Resource Booklet 91474R from the centre of this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–11 in the correct order and that none of these pages is blank.

Do not write in the margins (//////). This area will be cut off when the booklet is marked.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Excellence

TOTAL 24

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Make sure you have the paper Resource Booklet 91474R.

QUESTION ONE

Refer to Text A, "Lippy", to answer this question.

Discuss the ways in which storytelling is explored in the passage, referring to at least TWO specific aspects of written texts.

B I U ☰ ▾ ☷ ▾ ↶ ↷ ?

Our identity is complex. Your narrative can be composed of many physical attributes. Yet it is our passions and hopes that truly reflect and exalt our internal identity. This text explores how storytelling allows the writer to be truly understood and is where her core is uncovered. It enables the reader to understand how, when we find our place of belonging, such as storytelling is for Meredith, it allows freedom, passion, and true internal emotion to become visible, which allows our souls to be seen. Sending a message to the audience about how our identity is equally composed and revealed through spaces of creative freedom and belonging. This message of storytelling as a place of belonging is enlarged through the use of various techniques, which throughout the text reveal Meredith's core to the reader.

The text begins by introducing Meredith's external identity, which holds a tone of formality and does not allow the reader to truly grasp who she is as a person. This can be observed as the text opens with a Proper Noun of "Meredith" followed by the listing of traits such as "29, of Samoan, Irish, and Manganian descent". This formal listing of physical attributes introduces us to the character. Yet it is significant as the information given only allows us to envisage the external attributes of Meredith, illustrating that when she is not storytelling and in her place of belonging, we are forbidden from understanding her core. These techniques work to build a formal tone that allows us to see how significant storytelling is as an element of identity for Meredith, as we are purposefully prohibited from understanding her internal identity when she is not in her space of passion. This idea that storytelling is her core and we as people are only truly revealed in our space of belonging is further developed in the text through the use of tonal shift. As we continue on to the second paragraph, there is a clear tonal shift as adjectives such as "electrifying", which hold connotations of brightness and soul, are introduced. This, alongside a new descriptive language which was not found in the first formal paragraph, can be seen in "densely lyrical". This tonal shift is intentional as within this paragraph Meredith begins to exalt her storytelling and equally soul. This is intentional as it

causes the reader to connect a true understanding of Meredith with storytelling, exploring how when we are in our space of belonging and passion, our internal identity is truly revealed. Projecting the significance of cultural elements and passion in our core as people. Promoting a shift in how we view identity as more than physical and allowing us to understand how elements such as storytelling, art, drama, and music are deeply attached to who we are as individuals. This theme is further explored through the use of hyperbole and dialogue as Meredith states her works are "my babies" This illustrates how storytelling is more than a performance, as for Meredith, her art is attached to every element of her life and evidently who she is as an individual. Her deep love for performance further allows the reader to see that storytelling goes beyond a passion and is now her core. This promotes the theme that when we find our area of belonging, our core is revealed. This idea that her storytelling is a part of her internal identity is further expressed to the reader through the use of metaphor within the sentence explaining how when Meredith is performing her pieces, the audience is "not looking at us", explaining how when she is in her realm of relaying stories, it allows the audience to see beyond her physical attributes and allows her heritage, family, and true self to be seen. This is powerful as it allows the reader to form a new view of identity as they see the significance of elements of passion in our individuality, as the space they provide for creative freedom allows true internal emotions to be viewed. This idea is further expressed through the use of listing of how, when Meredith is performing, there is a individual who can be seen as "effusive confidence, magnetism, and spiky defiance". These words are incredibly descriptive and further support the idea that storytelling is significant in how it allows Meredith's core to be revealed. The true importance of storytelling in her life due to its providing of being seen truly for who she is can be found within the metaphor of how some demand she expresses too much and must "Put your heart into a jar beside your laptop until you're finished". This shows that many view her passion as too "indulgent", it is this which solidifies Meredith's connection to storytelling as an outlook for expressing her identity. As the complexity of her pieces, which holds so much emotion, can be seen as overwhelming, as they are not just elements of storytelling but an element of her complex core. This further illustrates to the reader the message of how her art is her identity. This idea that storytelling is an element of her soul can be confirmed in the final paragraph through the repetition of "when she's there, she's really there". This technique is used to suggest that when she performs with such passion, her internal self is exalted, which allows her true self to be absorbed. As if storytelling and our passions are not a detached dream but a piece of who we are. This is a powerful theme as it sends a message to the reader of how, when we find a space of belonging, as storytelling is for Meredith, our true being can be observed.

These techniques work together to shift the reader from a formal understanding of Meredith as a physical element to a knowledge of her soul, which has been triggered by

storytelling as a space of freedom. This sends a powerful message to the audience of how creative elements are attached to our identity. But more significantly, how finding a space of belonging and freedom allows your soul to be seen through passion revealing your internal. This is significant as within a world so fixated on physical identity this text gifts the understanding of how we are incredibly complex and the need to find a space of freedom to be truly seen by others. Our internal is reflected in our creative freedom. This calls for the audience to find their space of belonging and cling to it, as this realm of passion allows an internal emotional identity to be expressed and viewed clearly.

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QUESTION TWO

Refer to Text B, "Meteorite", to answer this question.

Discuss the ways the writer explores their emotions, referring to at least TWO specific aspects of written texts.

B I U ☰ ▾ ☷ ▾ ↶ ↷ ?

In a world consumed by the need to develop further, we move at a rapid pace. Development of technology, industrial elements, and human emotions. Just as we rapidly evolve, our emotions are ever-changing. As a humanity, we are ever developing our emotions, they are constantly changing and hold no stability. Our moods are fragile. This text explores how quickly our emotions shift through interaction. Allowing the reader to understand how we have a tendency to shift our moods at a rapid rate, this offering provides insight into mankind's complexity. Signifying that our emotions can not be scaled as they can not be contained. This text reflects your core, offering a unique external view into how our emotions are evolving every second.

This idea that we are beyond complex creatures due to our emotional instability can be introduced swiftly from the continued tonal shift that casts over the text. The first stanzas reflect on a rock. Giving a detailed listing of "A piece of what looked to me like a rock"...." was, in fact, a slab", continuing on to describe the slab using descriptive language and listing to build an elongated sentence. This structure is rapidly shifted along with the tone of the text as we shift from studying a slab to a deep personal thought of "which made me feel dead". This short sentence and tonal shift are intentional, as they cause the impact of this extreme sentence to be enlarged, as it appears almost out of place among the mindless listing, which holds an absence of emotion to an extremist thought. This causes the reader to feel concerned at how this thought has been triggered and how rapidly the author's emotions have shifted. This extremist view is then followed by a further personal emotional reflection within a powerful short sentence in italics of "I think there is something wrong with me". The use of italics alongside the structural pairing of a long sentence drawing to a short, powerful claim causes the reader to be drawn to this thought. Making it seem more isolated from the previous tone. This is intentional as it shows how rapidly one's emotions shift as the instability in the author's thoughts is a mirror of our own emotional complexity, which too shifts rapidly. This is powerful as it gives the reader insight into an extreme and enlarged view of their emotions and the shifts that they experience daily. Providing rare insight into our complexity as it shines man's emotions not in a way of intelligence but weakness. This structural revelation is further conducted through the use of more listing within "scrolling, down, down, and

stopping" "on its hinds legs, eyes wide, nothing-to-see-here. This structure entraces the reader as we have shifted from emotional outpour into a structured listing before once again facing a tonal shift. This can be seen in the use of italics again of "Has my heart lost its way" and "wiping my tears, caring about only stupid things?". This rhetorical question is posed deliberately alongside the techniques of tonal shift and a short sentence to cause the reader to resonate on this sentence and reflect upon it. Our eyes are deliberately drawn to these moments of extreme so that the author's emotional shifts resonate. This is intentional as the author wants us to fixate on how complex our emotions are due to their extremity and instability. We have been positioned onlooking into personal thought to understand how our emotions shift from extremities unable to be contained due to the complexity of our nature to be influenced by interactions and rapid thoughts. This is powerful as it allows us to view our mind not as brilliant as usually described in the media, but see its vulnerability. We rarely take our faults. This text offers a personal a raw approach to our emotions, allowing the reader to understand how their thoughts are evolving and influenced, and evidently, their emotions are uncontainable. This idea is further enlarged through the repetition of the elongated sentences where the author expressed various thoughts about who they could be within "I was a maid, a wife, perhaps I drew in the dirt". They ramble on their views of who they may have been, showing an awareness of self and character. Yet this understanding of who they are suddenly shifts again to an emotional outburst as they face a juxtaposing awareness of they can't place themselves in their current context as "I came up with nothing". This contrast further enlarges the reader's awareness of our fragile emotions as it shows how we swiftly shift from stability to a crumbling mind. Allowing us to view our nature for its rapid emotional shifts. This idea that we lack emotional stability due to our complexity can be further viewed in the use of listing, as they describe the idea of the universe having an end, where the author poses the rhetorical question of "what does the edge of the universe look like". This is intentional as the author situates the reader in their same position of emotional vulnerability through forcing our mind to envision this daunting thought. Before facing a contrasting tonal shift where we are transformed from this moment of ponder and fear to This tonal shift does not just allow us to see the emotional shift but forces our mind to experience it as we question large consuming ideas around the universe only to return to a humourous, relaxed tone within "did a gesture like *mind blown*". This text uses structure to build vulnerability. We are forced to not just hear about mankind's emotional shifts but experience a harsh instability as our thoughts when reading this text are continuously shifted from extremes. This is powerful as the text does not just allude to mankind's rapid emotions but allows the reader to experience the theme. Causing them to feel consuming, contracting thoughts that allow the message of our emotional shifts to not just be heard but loom in the mind from experience.

As complex creatures, we hold vast emotions, we often view this as a high intelligence and a gift. Yet we don't often recognise how our emotions cause vulnerability as their complexity enables rapid shifts in our lens. This is a powerful message presented by this text as we are given a unique and rare outlook into a personal experience of these contrasting emotions which allow rapid evolution and rapid instability. This gifts the reader with a unique view on their own mind and allows them to recognise that the contrasting thoughts seen in this text are not extreme but truly a mirror of their own mind. Allowing a new understanding of how our emotions are both a gift but equally consuming as they prevent true stability in our day. The reader carries a new outlook on their mind as both powerful and extreme through this text. Our emotions are incontable and therefore all consuming.

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QUESTION THREE

Refer to [Text A](#) and [Text B](#) to answer this question.

(Use the scroll bar to see Text B below Text A.)

Compare how the writers make sense of life, referring to at least ONE specific aspect of written texts used in each text.

B *I* U ☰ ▾ ☷ ▾ ↶ ↷ ?

Your trajectory of life is shaped by the strength of your identity against the waves of social pressure. This idea is strongly presented through contrast and connection within Texts A and B. Together they call for the reader to form a strong moral compass and identity that allows their life to be free of influence and follow a path they carve. Your ability to hold your core values allows your lens on life to shift through absence of social pressure that threatens to shift your morals.

Life is shaped by your personal lens. Your emotions and the strength of your beliefs influence your outlook. These texts strongly differ, as one has a strong personal lens, which causes their sense of life to be solidified and not easily shifted. Whilst the other shares a raw personal experience where their view of life rapidly shifts as their lens is fragile. This clear difference in how easily alter their perspective on life is due to the strength of their lens causes a significant barrier between the texts. This can be observed as in Text A, the character holds a strong sense of identity and their personal values, as seen in the listing of her easily observable qualities of "effusive confidence, magnetism, and spiky defiance." This introduces a strong sense of self, which causes her outlook on life to be solidified and not influenced. This can be seen in the use of the metaphor that people demand she "put her heart into a jar beside her laptop until she is finished" yet this strong demanding call is rejected through her strong outlook on life preventing her morals from shifting as shown in her direct demand that if this is necessary "you can go to a lot of other New Zealand writers". This illustrates that Text A offers a strong view on life where the character holds a lens that blinds them from being influenced by social pressure and interaction. Their strong morals and identity allow them to sit above social demands causing their view on life to remain despite ever-changing social pressure. This allows the audience to understand their moral compass, and the strength of their views shapes their ability to be influenced. This strong lens discovered in Text A is contrasted with Text B as the character holds an alternative lens, which is vulnerable to influence, causing their outlook on life to shift rapidly. This can be observed as they use personal pronouns to establish the instability of their beliefs and purpose within the personal reflection "I place myself in the context of the world" ", I came up with nothing". This

immediately contrasts Text A as this character does not hold a strong foundation of self, causing their morals and identity to be equally shifted. This can be observed as their outlook on life and their purpose within it is ever-changing in the listing of "I was a maid, a go-go dancer, a great war nurse, a wife, perhaps I drew in the dirt". This listing shows a continuous shift in their outlook on their life's purpose, which has resulted from their inability to scale their identity, and therefore, they are incredibly influenced by change. This contrast between Text A and B shows how having a strong awareness of your morals and lens prevents influence from social change and demands. This illustrates to the reader how to prevent vulnerability to social pressure: you must hold an awareness of what you believe in and your core as a person. Allowing us to see that our sense of life can only be shifted through an absent awareness of our identity. This idea is further reinforced through how Text A's emotions do not shift and that they influence others, allowing their outlook on life to remain stable; whilst Text B has contrasting emotions and is constantly influenced by interactions of which causes their view on life to equally shift. This can be observed as in Text A, there is a listing of "she calmed us down, she took all the risk from it, she's a generous spirit" this expresses how the character is able to influence others as they hold a strong awareness of their identity, which allows them to shift other perspectives. This illustrates that having a strong personal lens and a strong outlook on life prevents influence from social pressure and enables your voice to be heard by others. This is contrasted in Text B as the character holds an absence of stability and their outlook on life is continuously influenced and shifted. This can be seen as they consume media in the listing of "a dog walking on its hind legs, eyes wide, nothing-to-see-here" this media causes her to feel influenced and her lack of clear identity causes the shift in view of life to the extreme short sentence with a rhetorical question of "caring about stupid things?" This rapid shift illustrates how she is influenced by media and her absence of identity is so powerful it causes emotional vulnerability as she shifts to question her life. This clear contrast between Texts A and B is powerful as it delivers the message that your lens and the strength of your values determine your perspective on your life against social pressure. The contrast allows the audience to see the need to hold a moral compass to have stability. This promotes a strong foundation of values to allow one's direction of life to be equally strong. Another clear contrast between Texts A and B is the role of media in their outlook on life. Text A uses media of storytelling to share her identity, allowing for her life to be heard and a source of connection. Whilst Text B is influenced by media and experiences a loss of clear life purpose through its power. This difference in the role of media in their outlook on life can be observed as in Text A, when performing media acts as a tool for expression of her life, as she goes through the metaphor when conducting "they're not looking at us". Alluding that the media of storytelling allows her core and internal life to be observed. She is able to influence others with her life experiences through the media. This experience is strongly contrasted as Text B, instead, is continuously stripped of stability by media as she experiences a constant influence and

consumption of contrasting ideas from its power, which causes her to lose a clear view of life. This can be seen as the listing and long sentence of "looked to me like a rock, but was in fact a slab" followed by the short emotive juxtaposition of "I think there is something wrong with me". This contrast is caused by the consumption of media. Showing how in Text B, media is not a source of comfort or clarity of identity, but its influence causes the author's view of her life to shift to an extreme. This contrast allows the reader to see the extremist influences of media as it both benefits society and tarnishes it. Causing us to recognise the impact it has on our lives through shifting our emotions. A connection that can be clearly observed between these two texts is that they both reflect on personal identity and their outlook on life. This can be observed as Text A uses repetition to state that "when she's there, she's really there", claiming that her identity and view on life have been revealed through storytelling. Identity and life's purpose are clear themes in Text A, as it centres around her experience in uncovering her core and finding belonging in life. Similarly, Text B shares a theme of identity's significance in life as the writer reflects through the short sentence that when exploring her place in the current context, she conducted "Nothing". This is a bold reflective statement which resonates with the reader, causing us to see that personal identity is a crucial theme in this text and equally the writer's outlook on their life's purpose.

These texts share a similar narrative of identity as a crucial element in shifting one's lens on life. Allowing the reader to understand their core and how they hold their lens allows their view on life to be shifted. Yet more significantly it is the contrasts in these texts which send a more profound message. The strength of your identity shapes the strength of your livelihood. The polarising experiences in the two texts can be drawn from their different morals and views of self. This allows us to understand that our experience of life is not just shaped by social influence but how well we are able to resist social pressure with the shield of our moral compass. This calls the reader to understand that when they have a understanding of their core beliefs their life will reflect their identity rather than influence.

Excellence

Subject: English

Standard: 91474

Total score: 24

Q	Grade score	Marker commentary
One	E8	<p>The response has been written perceptively drawing links between the text, its construction, and the impact on the reader, evaluating how the text and the concept of storytelling is relevant for the reader.</p> <p>Analysis of significant language techniques are integrated, supported with textual references and shows a sophisticated and critical understanding of how a number of techniques are woven to create meaning.</p> <p>The response is perceptive with carefully discerned techniques and examples, providing insight beyond the text. Evidence is used effectively, woven judiciously into the response. The development of the idea is woven throughout the text.</p>
Two	E8	<p>This response moves seamlessly between the text and their real world, creating evaluative and original judgements and weaving elements of the text to support their argument about how emotion is explored by the author.</p> <p>A sophisticated understanding is shown of how the text explores what it means to be human, and how the author has utilised language techniques to explore this experience. Judicious examples were selected to support their perspective.</p>
Three	E8	<p>The response moves 'in and out' of the text, drawing insightful and critical judgements about how the two texts explore life, synthesising the two pieces, and supporting their ideas fully with judiciously chosen exemplification which is woven throughout the response.</p> <p>A deep understanding of the similarities and differences between the two texts is demonstrated. The response has a fluent discussion with discernment how these ideas are established and linked to broader contexts, human experiences and the wider world.</p>